DOCUMENT RESUME

ED 022 032 VT 005 432

By- Gilliard, R.W.; And Others

PROJECT MACTAD, MOBILE AREA COMMITTEE FOR TRAINING AND DEVELOPMENT. PERIODIC REPORT.

Mobile Area Committee for Training and Development, Inc., Ala.

Spons Agency- Department of Health, Education and Welfare, Washington, D.C.; Department of Labor, Washington, D.C.

Pub Date 68

Contract- 82-01-66-89

Note- 52p.

EDRS Price MF- $0.25 HC- $2.16

Descriptors- FEDERAL PROGRAMS, JOB PLACEMENT, *ON THE JOB TRAINING, PROGRAM ADMINISTRATION, PROGRAM DESCRIPTIONS, *UNEMPLOYED, *VOCATIONAL EDUCATION, VOCATIONAL RETRAINING

Identifiers- Alabama, Mobile, *Project MACTAD

The project was created to train the unemployed and underemployed in the Mobile area in skills qualifying them for jobs in Alabama's expanding industrial complex. Developments in the administration, recruiting, counseling, community service, training, job development and placement, and followup of the project from January 1, 1968 through February 29, 1968 are presented. A program of dissemination was instituted to inform the community of the objectives of the Project and to establish rapport between local businesses, industry, and the community. Additional white staff was employed while effort was made to serve the entire community by recruiting and training both white and Negro persons. A total of 120 persons were enrolled in dry cleaning, shipfitting, welding, auto service mechanics, and diesel mechanics. New courses were added to replace those inadequate because of lack of job placement opportunity and low salaries. Prevocational training to include basic and remedial education, citizenship, work habits, and job r sponsibilities, and assistance in solving health and other problems are needed. Job development and placement was being strengthened by employer contacts, curriculum and worker analyses to identify weaknesses, and information dissemination. So far, there has been considerable difficulty in locating Project graduates in related jobs in the Mobile area. (WB)

C1

1968

MOBILE AREA COMMITTEE

for

TRAINING AND DEVELOPMENT

Periodic Report

ED022032

VT005432

United States Department of Labor

United States Department of Health, Education and Welfare

with the co-operation of
Alabama State Employment Service
Alabama State Department of Education
Carver State Technical Trade School

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROJECT MACTAD

sponsored by

Mobile Area Committee for Training and Development, Inc., Ala.

financed through

United States Department of Labor

Office of Manpower Policy, Evaluation, and Research
Bureau of Employment Security
Bureau of Apprenticeship and Training

United States Department of Health, Education, and Welfare

with the co-operation of

Alabama State Employment Service
Alabama State Department of Education
Carver State Technical Trade School

developed by

Southern Rural Training Project

MOBILE AREA COMMITTEE FOR TRAINING AND DEVELOPMENT, INC.

BOARD OF DIRECTORS

R. W. Gilliard, D.D.S., President

C. J. Lamar, Vice President

Fr. Albert Foley, Secretary

Alberta Williford, Assistant Secretary

T. E. Williams, Treasurer

M. L. Brown

Clennis Crocker

E. L. Freeman

George Horn

A. G. Keeney

Wilmer Kimble

W. O. Powell

J. M. Robinson, M. D.

Joan Sage

VOCATIONAL EDUCATION

Carver State Technical Trade School

A. L. Green, Director

CONTENTS

Overview

Administration

Recruiting

Counseling

Community Service

Training

Job Development and Placement

Follow-Up

Summary

Appendix

PERIODIC REPORT IX

Name of Project: PROJECT "MACTAD" Contract No.: 82-01-66-89

Period Covered by the Report: January 1, 1968 - February 29, 1968

OVERVIEW

OVERVIEW

Project MACTAD was created in an effort to train the unemployed and underemployed in the Mobile area in skills which would qualify them for jobs in Alabama's expanding industrial complex. The rationale for establishing the project was based upon the fact that job opportuntunities were being made available to persons who had previously been unable to obtain gainful employment. The object of the program was to train workers in the area in skills which would qualify them for these newly-opened positions.

Desegregation had recently been instituted and jobs were being made available to Negroes. However, the majority of the Negro population was unskilled, many were unemployed and a large number of those who were employed had jobs as domestics at $6.50 per day or doing other manual labor. The Negro population realized that, if Negroes were to qualify for these jobs which were not being made available to them, they would have to acquire the necessary skills for these jobs.

It also became apparent that there were comparatively few Negroes in the community who were qualified to hold leadership positions. The Negro community realized that a program would have to be established to train Negroes as qualified skilled workers and competent leaders. A few visionary Negroes met with a few influential white leaders who possessed the foresight to see a united and economically successful community. Together both groups organized Project MACTAD with the purpose of establishing such a training program.

At the same time that Mobile was becoming desegregated, the U. S. Government announced the closing of Brookley Air Force Base, located in Mobile. The phasing-out of the base caused an increase in the local unemployment rolls (unemployment in December, 1967, reached 6,200 persons)

and directly effected local economy. The greatest effects were felt by the realtors. New construction was drastically reduced, the value of building permits decreased by $625,000.00. MACTAD realized that its program could benefit the entire community and, this year, the project has employed additional white staff members and has attempted to recruit and train white as well as Negro persons in an effort to serve the entire community.

Present training programs in the Mobile area and in the State of Alabama in general are unable to enroll the large number of persons in need of such training. Nor do they have the financial or human resources necessary to provide a comprehensive vocational program which encompasses the large number of vocational skills demanded by today's new technology. Even if the present programs could be expanded and additional programs developed, the majority of the prospective trainees would be unable to qualify because of their lack of basic educational skills. It is, therefore, imperative that such training programs incorporate instruction in basic education along with vocational training courses.

Two types of vocational training should be provided.

(1) Institutional training in a vocational school or in a formal classroom setting.

(2) On-the-job training for those whose skills have become obsolete or whose educational level is appropriate for higher skilled positions.

Recent studies, including the controversial report by the President's Commission on Civil Disorders, the experience gained in various manpower development and training programs and The Opportunities Industrialization Center Program under Philadelphia's Rev. Leon Sullivan indicate that instruction only in the various skills is insufficient.

Trainees need guidance in establishing family budgets, locating suitable housing, purchasing proper foodstuffs, etc. They must also be assisted in preparing for job interviews and in assuming job responsibilities. Continuous counseling services prior to, during, and following the training period must be made available to them. They must also be provided with health services and have access to professional psychologists.

It is also important that indigenous leadership be developed at the same time these programs are being conducted in order that the local community be able to achieve self-sufficiency.

In an effort to develop such a comprehensive program, one which is concerned with the retraining of the entire individual, it is necesary that a coordinating agency be established. MACTAD is that coordinating agency.

While MDTA programs have been in existence throughout this country for several years, many have had only a minimum success. Reasons for this are numerous.

A. There has been a large percentage of drop-outs in the program because of inadequate screening of trainees. Many persons enroll in the program for the weekly stipend and the free medical care while others are unable to perform the required tasks because of a lack of ability. Many are so deficient in basic education that they are unable to read instructions and do the simple mathematical problems required in their jobs.

B. Only a small percentage of those who have completed the training courses have been able to find employment.

1. They have not been adequately prepared for finding jobs or for applying for employment. Many have not known how to fill out an application, what to do at an interview, where to find an employment office, or how to find job opportunities.

2. There has been a lack of coordination between industry's need for skilled workers and the jobs for which the men are being trained. Local business and industry have not been prepared for accepting and hiring training program graduates. This is especially true in the South where the majority of trainees are Negro and personnel in local businesses and industries are white. Trainees have not been prepared for migrating to other areas of the state or country to find employment. Many are psychologically unable to migrate.

C. Many of those trainees who have been able to obtain jobs have been unable to keep them.

1. Trainees have been inadequately prepared for job responsibilities and duties. Many have never been informed concerning the duties and responsibilities entailed in the work for which they have been train ie: night shift, overtime, social climate, absenteeism, lateness, dress and appearance, etc. Insufficient attention has been paid to trainees' psychological and physical state, ie: alcoholism, medical and dental needs, and family circumstances, including the necessity of day care for children, housing problems, etc. Nor have trainees been prepared to assume a new position in their homes as wage earners; they have been unaware of family budgeting and without the knowledge of how to purchase proper food and clothing for themselves and their families.

2. Training classes have not adequately prepared trainees for actual industrial work. They have been taught quality but not quantity - both are necessary for industrial success. Training periods have been too short to sufficiently prepare the men in their skills. There has been a lack of on-the-job training and working with the actual industrial machinery.

D. The lack of coordination among the various anti-poverty agencies and local, state and federal agencies has caused a duplication of some portions of the program and a void in others.

Project MACTAD, cognizant of these deficiencies, has proposed a program which would encompass an entire retraining program for the individual.

In an effort to overcome the large percentage of dropouts from the

program, MACTAD hired a psychologist. All prospective trainees are tested for physical dexterity and I. Q. Staff Neighborhood Workers interview all applicants for motivation and aspirational level. These workers continue to follow all trainees' progress. Home visits are made when there is absenteeism. In an effort to help trainees solve their problems, the neighborhood worker or counselor, working in cooperation with the local Board of Health, Welfare Department, and Housing Board, refers the trainees to the respective agencies.

In an effort to increase opportunities for employment for those graduating from the training program, the Job Development Specialist visits prospective employers as soon as training classes begin. A program of dissemination has been originated in an effort to inform the community and prospective employers about Project MACTAD. A plan to meet with all prospective employers in the community on a personal contact basis has been initiated. It is expected that, through such meetings, employers will provide job opportunities to MACTAD graduates and on-the-job training to MACTAD trainees. MACTAD also hopes to learn the kinds of skilled workers local employers need and to expand or decrease present training programs according to these needs.

In an effort to ensure that those who become employed will remain employed, the curriculum in the various programs has been altered to emphasize speed and quantity as well as quality; industrial conditions will be provided whenever possible. Cooperation is being sought from local industry to offer guidance as to what must be taught to trainees in order for them to be prepared for gainful employment, and to provide some of the machinery and tools which the men must be able to use on the job. Meetings are being held with those who are presently employing

MACTAD graduates in an effort to correct and improve the curriculum.

Despite these efforts many problems remain. Underlying many difficulties faced by trainees, both in obtaining and maintaining a job, is their lack of basic education and preparation for job responsibility. It is almost imperative that such education be offered prior to the actual vocational training courses. This will require additional funds which are not available at present.

While Project MACTAD is presently funded for only eight months, the time is not sufficient to adequately train many of these persons in the designated skills. Nor can such a program, if it is successful, be considered temporary. Over 5,000 persons are unemployed in the Mobile area. Many do not possess training in any skill, while others possess skills which have become anachronisms in today's modern technology. According to research reports, most men will change jobs five times in their lifetime. Programs, such as MACTAD, can offer these persons an opportunity to learn new skills to replace their previous ones.

Over two-thirds of those students leaving school in the State of Alabama do not go to college. Yet, local high schools offer practically no vocational courses and no school system in the country has either the fiscal or personnel resources to provide a comprehensive vocational school for its students. Programs such as MACTAD can offer youths who have left school, training for skilled jobs in today's society.

MACTAD, alone, is not the answer to today's poverty problems. Adequate housing and proper medical attention are needed if these people are to become and remain gainfully employed.

Studies have indicated that programs such as these raise the participants educational aspirations for their children. Thus, quality

education must become available to these children.

Such a program can only be accomplished through the cooperative efforts of local, state and federal agencies and local businesses and industries and community organizations.

Project MACTAD can and must be successful if Mobile and other metropolitan cities are to enjoy the benefits of a good economy.

A. OBJECTIVES

1. To raise the educational level of the affected group in order to enrich their life experience and to equip them to qualify for better employment opportunities.

2. To provide supportive health services for trainees, and to refer other applicants to the appropriate agency where such service may be attainable. (Previous E & D projects have clearly demonstrated that there is a backlog of medical needs among the low income groups. The trainee can be expected to perform better if his health needs are met.)

3. To up-grade the skill levels of the trainee in order to enable him to make a constructive contribution to the economy, raise his personal income, and break the poverty circle that encompasses him.

4. To coordinate activities of those persons who are indigenous to the area and who are attempting to help the affected communities and to inform these persons of manpower development programs. (This project, although small, may well "seed" the indigenous leadership to carry out manpower programs in the future.)

5. To provide special attention for motivation; development of work habits; preparation for job applications and interviews; and to provide supportive services, such as medical, legal, and social welfare. MACTAD will serve as liaison between the target group and various agencies (BES, Job Corps, Community Action Program, Department of Defense).

6. To up-grade the skills of phased-out Brookley Air Force Base employees in order to enable them to return to the labor market.

7. To re-train persons with out-dated skills.

8. To stimulate industry to locate in Mobile, by informing potential new industry that there is a MANPOWER TRAINING PROGRAM being conducted in the area.

B. E & D FEATURES

1. A non-profit, broadly representative body, (with greater than average participation from the economically and culturally deprived groups) can effectively mobilize and direct a manpower development program.

2. The widespread use of indigenous personnel will seek to demonstrate that these persons can be trained to mount other offensives against poverty after the termination of this project. (A "boot strap" operation is not sufficient, a "spill over" for future development programs is necessary, (Ex: future OEO programs).

3. Since persons from seventeen years of age upward will be taken into the program and given similar training, this project will offer data in a comparatively controlled situation, concerning the problems of training different age levels and the rates of skill development at the various levels.

4. The OJT treatment is atypical and provides MACTAD the flexibility needed to obtain OJT's in the Mobile area.

5. The counseling and supportive services especially tailored to the needs of the disadvantaged will be offered from the recruitment phase through the follow-up phase of the program and will include a utilization of Neighborhood Workers, volunteers, and professional staff to provide relevant services to the participant at home, during training, and on the job.

Three objectives, 6,7, and 8 have been added since the last report, December 1, 1967, in an effort to solve the problems caused by a decline in the labor market and an increase in the unemployment rolls in the Mobile area. These problems have been . mainly by the phasing-out of Brookley Air Force Base which is scheduled to close July, 1969. Approximately 12,500 persons have been directly affected by the closing of the Base and another 15,000 to 20,000 persons have been indirectly affected.

According to statistics compiled by the Mobile Area Chamber of Commerce, total employment in the Mobile area decreased by 4,500 persons between December 1966 and December 1967 and unemployment for the same period increased by one thousand persons. One of the main reasons for

the decrease in the labor market was that skilled laborers were able to transfer to jobs in other areas. The increase in the unemployment rolls, however, was caused mainly by unskilled laborers who were unable to find other employment and/or who were psychologically unable to move to other areas. Objectives 6 and 7 are aimed directly at alleviating these problems by providing training to those persons without skills or to those persons whose skills are no longer needed in the Mobile area.

Despite the rise in unemployment, total gross income for the Mobile area has increased by $9,000.00. This is due to (1) location of new industries within the Mobile area, and (2) retention of Mobile residences by persons who have transferred to jobs outside the Mobile area but within commuting distance of Mobile. In an effort to continue to stimulate new industry to locate in Mobile so that additional jobs will be made available to the area's residents, MACTAD, under Objective 8, proposes to help prepare skilled workers for jobs in these new industries.

ADMINISTRATION

ADMINISTRATION

The last report was submitted December 1, 1967. Following the submission of this report, a thirty day period lapsed during which time it was unknown whether or not the program would be refunded. During this time almost all program activities were halted and a large portion of the staff, uncertain of their future, resigned. These resignations included those of the Director, Historian and Research Analyst. The Deputy Director had been terminated during the reduction of staff in September, 1967. A new Director was not appointed until January 29, 1968. The new Director spent his first week on the job reading previous reports and becoming familiar with the project. The program did not actually begin full operation until February 12. Therefore, this report will cover only that period of time between February 12 and February 29 in detail. The period prior to this time will be summarized. Because the actual operational period covers only a three week span, the report will not be divided into the customary bi-weekly synopsis. However, this procedure will be followed on all succeeding reports.

I. Staff

Out of a staff of seventeen persons, only seven remained with the program after the last report, including three members of the professional staff, the Business Manager and the Job Development Specialist and his assistant. (When it was announced that the program would be continued, two neighborhood workers who had been phased out in September returned to the program.) During this period, the Business Manager assumed the full duties and responsibilities of both the Director and Deputy Director.

When, in the first week of January, MACTAD was informed by Washington that the program was to be continued for an additional eight months, the Business Manager, with the help of the Board of Directors, was faced with the task of hiring almost an entirely new staff.

The most important position to be filled was that of Director. Dan McDevitt, former Director of STAR, a similar program located in Greenwood, Mississippi, was recommended by the Washington office and was approved by the MACTAD Board of Directors. The new director assumed his duties January 29, 1968. The remainder of the positions were filled during the first two weeks of February with the exception of a Community Service Specialist. This position is still vacant. (See Appendix A-1). The Board experienced much difficulty in hiring qualified personnel to fill vacant positions because of the low salaries offered, the uncertain future of the project, and the brief eight month funding period.

An effort was made to find and hire additional white employees. Last year four members of the caucasian race were employed; this year seven were hired. The employing of white employees was in conjunction with MACTAD's determination to include additional white trainees in its classes. While the program was originally planned to include members of all races, the overwhelming majority of trainees applying for participation in the program during the first year of operation were Negroes. (95% of all applicants last year were Negro.) This year MACTAD, in an attempt to serve the entire community, re-emphasized its

willingness to include members of the caucasian race in its programs and actively recruited white trainees. It was believed that the hiring of additional white employees especially for positions as Neighborhood Workers would reinforce MACTAD's sincerity in its proposal and would motivate white persons in need of such programs to enroll in its courses.

It was decided that for the time being the Business Manager would continue to assume the duties of Deputy Director in order to insure continuity in the program and so that the training program could be started as scheduled. As soon as the project had received notice that the program was to be refunded, the Business Manager, assuming his temporary responsibility as Director, had contacted the Alabama Employment Office in order to secure a list of vocational skills needed in the area. Carver State Vocational School had then been contacted, courses for training in these skills had been organized and scheduled, and an agreement between MACTAD and Carver was written (See Appendix A-2). Once the courses had been arranged, the skeletal MACTAD staff had attempted to contact the 4,000 persons who had applied for training during the previous year in order to inform them of the proposed classes; letters were sent to all applicants listing the courses which were to be offered.

Because of a lack of personnel, this was as much as the Project was able to accomplish during the month of January.

II. Office and Reporting Procedures

During the first three weeks of full operation, the director instituted procedures designed to tighten office and reporting

operations.

A. New forms and procedures were introduced in order to insure complete reports of all trainees and training operations.

1. Work plans were prepared in order to guide the staff in all areas of work and in order to avoid duplication of work efforts. (See Appendix A-3)

2. A master file on trainees was established at MACTAD headquarters.

3. A trainee progress report to be brought up to date weekly was initiated. (See Appendix A-4)

4. An outreach and neighborhood workers referral card to be used to maintain current information on trainees was initiated. (See Appendix A-5)

5. A trainee graduate inquiry form to furnish the current status of all MACTAD graduates was initiated. (See Appendix A-6)

6. An intake and follow-up reporting form, designed to assist field workers in obtaining complete information concerning persons contacted, was initiated. (See Appendix A-7)

7. An applicant contact form, designed to improve office contact with applicants, was initiated. (See Appendix A-8)

8. A weekly report by Job Development Specialist and Neighborhood Workers, outlining weekly plans, was instituted. (See Appendix A-9)

9. A daily list of persons scheduled for enrollment who failed to attend class was furnished to all neighborhood workers in order for them to make personal contact with these persons.

10. A daily report of all class shortages was furnished to the director by the class instructor until class enrollment attained its quota. (See Appendix A-10)

B. New procedures were established in order to facilitate compilation of all reports.

1. Weekly reports from the Director, Deputy Director,

Job Development Specialist, Area Supervisor and Historian were instituted. (See Appendix A-11) As staff has used the reports during the past three weeks, it has become evident that changes in the forms will have to be made in order for the reports to present a complete picture of the MACTAD program and to be applicable to the present program.

2. Procedures for compiling information and channeling it to the Historian for inclusion in the periodic and final report have been delineated. (See Appendix A-12)

C. New procedures were instituted in order to ensure the smooth operation of office work.

1. A policy and personnel procedure booklet has been adopted. (See Appendix A-13)

2. A personnel evaluation form has been initiated. Personnel will be evaluated monthly. (See Appendix A-14)

3. A sign in and out log for administrative personnel has been insittuted.

4. New designations have been made concerning office responsibilities and duties. (See Appendix A-15)

a. The position of Office Manager was created in an effort to decrease the work load of the Business Finance Manager. The Office Manager is responsible for the supporting staff. She is also responsible for the distribution of the secretarial work load in order to eliminate unequal distribution of work.

b. It was determined that the Director would spend the majority of his time working closely with the Job Development Specialist in making contacts with prospective and present employers of MACTAD graduates and in developing community contacts and community cooperation. The Deputy Director would assume responsibility for the major portion of the administrative duties.

c. Because the majority of all active recruiting was accomplished last year, the duties and responsibilities for the out-reach and neighborhood workers have been redefined and expanded. This year these workers will not only be responsible for recruiting applicants and for assigning applicants to training classes, but they will also be expected to make personal contact with all trainees who are absent from class and will be expected to help these trainees solve their problems so that they can return to class.

D. In an effort to maintain and upgrade the professional level of the staff, in-service training programs have been scheduled. (See Appendix A-16)

1. The Deputy Director has conducted an orientation program for all out-reach neighborhood workers.

2. A psychologist from the University of South Alabama has conducted two in-service training programs for out-reach and neighborhood workers.

3. Plans are being formulated for the Education Specialist of IBM to conduct an in-service program for the entire staff on office procedures.

4. MACTAD has acquired a camera and tape recorder. An in-service training program will be conducted for the entire staff by the Historian so that all members will be capable of using both pieces of equipment.

5. All magazine and newspaper articles, concerning Manpower programs, are being disseminated to all members of the staff to be read.

6. Plans are being made to subscribe to several magazines dealing with manpower development and training in an effort to keep the staff up to date on all new concepts, methods, techniques and programs which are being developed in the field.

7. Staff meetings have been instituted on a weekly basis. (See Appendix A-17)

III. Community Relations

One of the greatest problems faced by Project MACTAD is that of public recognition. Such recognition would facilitate the Job Development Specialist's task in locating employers in industry and business who will place men in on-the-job training programs and who will hire men once training is completed. An all-out program should be instituted to create an awareness by the community of Project MACTAD. This program of dissemination should include all of the following means of reaching the public.

A. Program of Dissemination

1. Newspaper coverage - This can be obtained by providing the newspapers with periodic stories concerning actual news occurences and human interest stories. The purpose of news releases is to create an awareness on the part of the community of the training programs. It is expected that employers, aware of such programs, (1) will look to MACTAD for help in retraining and/or upgrading the skills of its present employees, (2) will offer on-the-job training to MACTAD trainees, and (3) will provide employment for MACTAD graduates. It is also expected that many of those persons who are either unemployed or underemployed will take advantage of the training courses once they become aware that such programs are available. It is therefore, imperative that the following three types of news releases be issued.

a. Announcement of a specific training program one week prior to the beginning of that program.

b. Announcement of the beginning of a specific training program.

c. Announcement of the completion of a specific training program.

2. Television coverage - Local television stations are anxious to receive feature stories for news programs as well as Public Service announcements, especially if such stories are filmed in color. Public Service spots are used for several weeks and are usually shown during morning and afternoon programs and during late movies. All three stations will use the same public service announcement. TV stations are often willing to lend their cameras to P.R. specialists for such stories.

3. Radio coverage - Radio, like television, is anxious for ready-made public service announcements. Such announcements can be taped and given to the local stations for broadcast.

4. Brochures - Brochures explaining the program should be available to prospective industrial or business employers or civic leaders. The Job Development Specialist should have them at his disposal and should be able to leave them with prospective employers.

5. Automobile Stickers - Five o'clock bumper to bumper traffic is a good time for drivers to read stickers on automobile bumpers. Many of the men and women who are participating in Project MACTAD's training program have cars and most of them have stickers on their bumpers. Bumper stickers in bright red and white could be provided for them.

6. Bi-monthly federal report - The primary objective of Project MACTAD is to train and eventually to provide jobs for the unemployed and underemployed citizens of Mobile. A second objective is to experiment and develop means of achieving the first objectives and to share the knowledge gained through such E & D activity with similar programs. The bi-monthly report should be written with these two objectives in mind. Reports, which should be professional both in appearance and content, should be sent to all E &D centers as well as to the Federal Government in order to provide other programs with whatever knowledge has been gained in MACTAD's projects. The cost for such a report should be kept at a minimum; the majority of the funds being used to achieve the primary goal. Therefore, no information should be included on the cover which is expected to change in the future so that the cover can be used for all future reports. A plastic binder should be used to hold the material together. A professional appearing report, one which can be preserved, should be made.

7. Interpersonal relationships - While the previous six means of disseminating information concerning the program are necessary, personal contact with local businessmen, civic organizations, and community leaders is extremely important. For this reason the staff is encouraged to speak at local club meetings, to participate in local community organizations, and to meet with all interested persons. Staff is also encouraged to meet with persons connected with similar organizations in order to exchange ideas.

8. Communications among staff - Because of constant personal contact between MACTAD and members of the community, it is extremely important that members of the MACTAD staff be aware of the various aspects of the program.

B. Proposal to Gain Local Cooperation

It is imperative that Mobile's businesses and industries cooperate with Project MACTAD by offering situations for on-the-job training to trainees and opportunities for gainful employment to graduates. However, Mobile employers have been reticent about such cooperative efforts for several reasons.

1. Despite the fact that Mobile is in the process of becoming desegregated, there are still a large number of businesses which either refuse to hire a Negro or which will hire only a token percentage of Negroes. Yet, 30 percent of Mobile's population is Negro, and, of that, a large percentage are unemployed.

2. Training programs are costly to the employers in terms of man hours, equipment, and breakage.

3. The majority of Southerners are suspicious of federal government programs and fear that participation in such programs could result in governmental control of their businesses.

4. The majority of Southerners are against welfare and welfare-related programs.

In an effort to overcome these four barriers to effective cooperation between MACTAD and local businesses and industries, MACTAD's community relations program is emphasizing three major points.

1. An all-out effort is being made to recruit caucasians as well as Negroes who are in need of the program's services. (Last year 95 percent of all MACTAD trainees were Negro; and 97% of these trainees were unemployed prior to enrolling in Project MACTAD.) All photographic publicity regarding the program has attempted to include a picture of at least one white person.

2. Publicity has emphasized that the program is locally sponsored.

3. All publicity has emphasized that the program has the potential to expand local economy and to decrease the welfare rolls.

4. All cooperative efforts on the part of businesses and organizations will be recognized by thank you letters from MACTAD and a carbon copy of the letter will be used to form a contact file. (See Appendix A-18)

C. Local Impact

<u>This year contacts have been made with all news media serving Mobile</u>. Several local TV and radio stations have given Public Service time to Project MACTAD. A number of disadvantaged persons responded to radio announcements explaining the program. The local colored radio station agreed to tape several sixty second interviews with MACTAD graduates for spot announcements.

During the interviews, the graduates explain what they did prior to enrolling in the training program, what they are now doing, and how MACTAD has helped them. A local TV station agreed to film and air several 10 and 20 second spots depicting the men in class and in on-the-job training situations. (See Appendix A-19) The same television station has also agreed to do a series of reports and perhaps a documentary concerning MACTAD and the need for additional training programs in the area.

All news media agreed to include MACTAD news items. The local newspaper and both wire services carried a story concerning the commencement of the first MACTAD training classes in February and a local newscast showed a film of these classes. (See Appendix A-20)

A four-page brochure explaining the program, an automobile sticker for trainees, and a new cover for the periodic report was designed and printed. (The cover can be seen on the report, the sticker is included in Appendix A-21.)

In an effort to acquire pictures for the brochure, the Historian visited training classes, sites where trainees were receiving on-the-job training, and places where graduates from previous MACTAD training programs were employed. Such visits cemented relationships with those employers who were already cooperating with MACTAD. Such visits also provided insights into the training programs. (See Appendix C-3 and Human Interest Story for February 23.)

City Commissioner Lambert C. Mims recently spoke to the Kiwanis Club concerning race relations in the Mobile area and

praised Project MACTAD (See Appendix A-22).

Members of the MACTAD staff have met with all three city commissioners. Personal contacts have been made with numerous community leaders, including the manager of the local auditorium, the coordinator of the Mobile housing authority, a member of the staff of the University of South Alabama regarding community needs and problems, the officers of a local savings and loan company, the Principal of Dawes Union Elementary School regarding community problems and needs in that area, and members of the local NAACP.

The community appears to be aware of the program and has begun to recognize its efforts. However, the community is still experiencing some difficulty differientiating between MACTAD and MACAC, which does not enjoy much popularity in the area.

iv. Proposed Plans

A. The establishment of an Economic Development Company in an effort to increase job opportunities in the Mobile area.

1. Objectives

a. To stimulate the community to expand job opportunities.

b. Help prospective entrepreneurs begin their own businesses.

c. To help existing businesses expand.

These plans are still being formulated.

(A breakdown of all administrative activities can be found in Appendix A-22.)

RECRUITING

RECRUITING

The majority of all recruiting activities were completed last year. As of the last report, December 1, 1967, approximately 4,000 persons had applied for participation in the program. However, there are still a large number of persons in the community who are either unemployed or underemployed and who could benefit from the program. There is also a small percentage of those applicants who are no longer interested in the program because they have obtained other jobs or becuase they have moved to other areas.

Recruiting this year has consisted primarily in locating those applicants who are qualified and interested in attending specific courses.

I. Methods in recruiting

A. The State Employment Office is responsible for referring eligible persons to MACTAD. (See Appendix B-1)

B. Letters were mailed to all applicants during January informing them of the training classes which would be available to them this year. (See Appendix B-2)

C. Personal contact by the outreach and neighborhood workers was made with all trainees who responded to the letters. Approximately 2,600 (65%) trainees responded.

D. The mass media including radio, television, and the newspapers have carried stories announcing the beginning of training classes and urging persons eligible for the program to enroll.

E. Personal contact has been made by trainees with persons in their community in need of such classes.

F. Referrals have been made to MACTAD from various community

agencies, including Neighborhood Youth Corps, the local Community Action Program, the local Housing Board, etc.

One of the greatest problems facing MACTAD is whether or not to do any more recruiting for new applicants. There are approximately 4,000 applications on file, and additional persons continue to apply; over 300 have applied during the past three weeks. While the increasing number of applicants indicates the number of interested persons in the community and points out the number of unemployed and underemployed persons who wish to improve their present job status, the limited number of trainees who can be enrolled in the program is small. MACTAD does not want to raise the hopes of these persons only to have to reject them because there is no room in the program for them and, thus, cause them additional frustration, leading to despair.

II. Applicants

There were approximately 320 persons who applied to the center between February 12 and February 29. Of all 320 applicants, 247 were negro, 70 were white, and three identified themselves as other. The percentage of white applicants showed a sharp increase over last year. According to last year's figures, only 5 percent of the applicants were white, this year almost 29 percent are white.

MACTAD has embarked on a concentrated effort to include white trainees in its program as explained in the Overview and administration sections of the report. In an effort to locate white applicants, MACTAD expanded its area of coverage from the five predominantly Negro communities originally charted to all of the Mobile area, covering all of Mobile and Baldwin counties, so that poor white communities would be included.

The number of male applicants totaled 209 while the number of females

totaled 111, approximately one half the number of male applicants. A larger percentage of Negro females applied than white females.

III. Applicant Selection for Training

All applicants are requested to fill out an application form, (See Appendix B-3). Applicants are also asked to check classes in which they would be interested in enrolling. (See Appendix B-4). Applicants are then interviewed by the outreach and neighborhood workers concerning their past and present job status, home situation, and aspirations. Out of a total of 254 persons who applied to the center during the three week period, a total of 172 persons were interviewed. There were several reasons why 84 persons were not interviewed.

A. An immediate review of the applications revealed that these persons were not eligible for the program because of age, lack of work experience, physical disability, etc.

B. Some applicants took the applications home and mailed them to the center.

C. A new policy was initiated during the last part of the month whereby applicants would not be interviewed until the training class for which they had registered was scheduled to begin.

Prior to the beginning of all training classes, applicants who have specified interest in enrolling in a specific course are notified by mail of the impending class and are requested to come to the MACTAD center at a scheduled time for interviews and testing.

Applicants are scheduled for interviews according to the date their applications were filed. As soon as the center has found sufficient number of qualified applicants to reach the class quota for a specific training course, interviews are halted and only resumed in order to replace class dropouts.

Applications of persons qualifying for the program are then sent to the Area Supervisor for determination of applicant's eligibility for the program. The applications are returned and participants selected according to needs, previous work history, and potential ability.

IV. Problems

A. <u>There have been several problems in bringing the applicants to the centers for testing and interviews because of</u>

1. Lack of transportation
2. Small children in the home
3. Lack of motivation

<u>These same problems have caused many applicants who qualify for the training programs to refuse the opportunity to participate in the program</u>. A four step plan is being developed which will help alleviate some of these problems.

B. One of the problems facing MACTAD has been the filing of applications. At present there is no specific system of filing.

The Research Analyst is presently attempting to devise a system to reorganize the files according to date of applications, skill preference, skill potential, and alphabetical order.

For a weekly breakdown of applicant statistics see Appendix B-5.

COUNSELING

COUNSELING

Counseling services have been curtailed to a considerable degree as this portion of the program was overlooked in the final Washington budget. For this reason, counseling has been done by MACTAD counselors who are under the supervision of the Carver State Vocational Staff. This may prove inadequate as counseling services are needed by many applicants prior to their admission to the training classes. (See Section on Training for further explanation of this problem.) All records are maintained at the MACTAD Center. Counselors, located at Carver must either arrange to do their counseling at the Center, have the specific records transferred to the training areas, or duplicate present efforts and records. It is, therefore, imperative that MACTAD have several counselors on its own staff. It is presently attempting to hire one counselor with funds that have been saved during the course of the year.

1. Testing

Testing is administered according to the necessary skills desired for that specific training class. The Peabody Picture Inventory is administered to all applicants except those applying for the Clerk Typist class. A total of 127 persons have taken this test. The Kuder Test was previously administered to all applicants but it has been discontinued because of its length and the Geist Interest Inventory will replace it as soon as the order arrives. All persons applying for training as clerks are given the Otis Gamma IQ Test (44 persons have taken this test) and all persons applying for training as shipfitters, welders, and auto and diesel mechanics are given the Bennett Hand Dexterity Test. (124 persons have taken this test.)

The Otis Alpha IQ Test is administered to illiterates and the Wide Range Achievement Test for reliability is administered to those persons whose scores differ significantly from their estimated abilities. The McGuire Safe Driving Test is administered to those applying for tractor trailer driving; one person has taken this test.

Previous testing procedures and methods were inadequate and did not reflect the true ability of the applicant. Now testing methods and procedures as previously delineated have been instituted this year. Because of the time limitations placed on selection of applicants for scheduled training classes and because of the initiation of new tests and testing methods and procedures, it has been impossible to compile necessary data concerning grade levels and IQ of all applicants and trainees at this time. However, such compilation of data is underway and should be completed by the next report.

II. Interviews

Interviews are often conducted by the staff Research Analyst following the testing because of discrepancies and problems discovered in the original interviews. A total of 41 persons have been interviewed. Counseling sessions are also held at this time in order to answer questions applicants may have concerning the program and to attempt to resolve problems applicants may have concerning care of young children at home, transportation to job training centers, alcoholic and medical problems, etc.

COMMUNITY SERVICES

COMMUNITY SERVICES

Until a community service specialist can be employed, activity in this portion of the program has been reduced considerably. Several prospective applicants have been interviewed for the position, but those who have qualified have not been interested when they have learned that the project was temporary and its future uncertain. The budgeted salary has been too low to interest qualified persons.

However, a minimum of services have been offered. Applicants and trainees have been referred to various agencies by outreach and neighborhood workers and class instructors as their problems become apparent. The majority of these problems do not become recognizable until after the persons have begun training classes. Problems are often indicated by absences from the class. Outreach and Neighborhood workers have been instructed to visit all absentees and to help them solve their problems so that they can return to class. (See Appendix C-1) It is often at this time that referrals are made to the various agencies.

TRAINING

TRAINING

I. Courses

In cooperation with the Alabama State Employment Office and the Carver State Vocational School, it was determined to offer nine training courses. (See Appendix D-1)

The course in Nurses Aides was eliminated because it was determined that the employment in the field was liminted and was a low salaried position. The arc welding classes were expanded to include training in combination welding. Graduates of last year's welding class had difficulty obtaining jobs because of their specialized training. Employers preferred to hire men possessing a combination of skills. The automotive mechanics class was also expanded to include service station training in order to afford trainees a more general training course. Courses were added in hotel and restaurant cooking, dry cleaning, and tractor-trailer driving. The course in general office clerical work was added in order to take care of the large percentage of women applicants. The course in small engine repair was eliminated as it had been determined by the state employment service that there was little demand for the skill in the present local employment market.

Five courses are presently under way in dry cleaning, shipfitting, diesel mechanics, auto service mechanics and welding. All classes but that of auto service mechanics have reached their quota.

II. Curriculum

All trainees receive an orientation session informing them of Project MACTAD, the specifics of the course, and their responsibilities

as participants in the program. (See Appendix D-2)

A. The curriculum is determined by Carver State Vocational School. In cooperation with staff of Project MACTAD. (See Appendix A-2)

MACTAD trainees have such diverse educational backgrounds that it is necessary that this phase of the program have the flexibility to meet their individual needs. Basically, this project will be designed to adapt itself to two predominant types of trainees: the functional illiterates (sixth grade level or below) and the high school dropouts (although appropriate educational services may be offered to other disadvantaged persons). Within each major division there will be subgroups in an attempt to divide trainees according to similar aptitudes, previous schooling, and experience. The group placement of each trainee will be periodically evaluated by tests and staff analyses so that the trainee may proceed at his own pace, as opposed to the more rigid start-together, end-together program.

Educational training will be held two hours a day, five days a week. All trainees, other than those going directly into an OJT situtation without institutional training from MACTAD, will receive some phase of educational instruction. A teacher-student ratio of 15-1 will be maintained.

1. Course content

Education is to be broadly construed so that this program may treat the deficiencies of the individual. Therefore, the curriculum will include reading, writing, speech, personal health and hygiene, citizenship, job relations, industrial safety and other material which the staff finds appropriate.

2. Teaching Methodology

Teaching methods and instructional materials will be adjusted to fit the levels and needs of the group. As the primary goal in reading instruction is to develop meaningful silent reading skills, emphasis in instruction will be placed upon enlarging the individual's sight vocabulary, developing fundamental word attack skills, and extending meaningful vocabulary.

Mathematical literacy training will allow the participants to proceed at their own pace, with special provisions for the study of mathematical applications in their area of family interests and job training. This will include family related topics such as discount and interest charges, household budgets and taxes. Education instructors will regularly consult with the vocational teachers so that the mathematical concepts can be tied to the job skills being undertaken. For example, scale measurements and interpretations used on blueprints could be handled as a part of the mathematical training.

Texts such as Laubach Streamline Language and Learning to Read Series (holt, Rhinehart, Winston), and System for Success (Follett Publishing Co.) may be utilized for teaching tools as well as the programmed mathematical materials, Fractions, Decimals and Percentage; Introduction to Multiplication, Estimation (mcGraw-Hill Book Company). In addition, whenever possible a variety of materials suitable for adults will be introduced, including newspapers, trade books, and other materials one might encounter on the job.

Extensive use will be made of filmstrips, visual aids and programmed material.

As a part of the citizenship and job relations education, the trainees may take field trips to work locations in industry or government, banks, cafeterias, and local social agencies. It is also anticipated that the educational program will be enriched by having guest speakers address the group, and in turn answer their questions. Since the educational phase of the program is allotted two hours a day, on some occasions the traditional classroom instruction will not be held so that the activities just mentioned may be undertaken.

The Project Director is responsible for scheduling a meeting of all instructors (including vocational) at least once a week. During these informal seminars, the instructors will discuss the week's successes, disappointments, and various methods applied. This cross-pollination of ideas among instructors cannot help but bring favorable results. In addition, during this session impromptu analyses of students will occur.

Further ramifications and refinements of the course content and teaching methodology may be worked out by close cooperation with the Division of Teacher Training staff at Spring Hill College and other hired consultants.

B. Staff

As previously stated, there will be one teacher for each group of fifteen trainees. It would be desirable if each teacher had an assistant: volunteers on a part-time basis, teacher-trainees from Spring Hill College, or, possibly, trainees in the program who have progressed most rapidly.

An experienced specialist in primary and secondary education will be needed as a curriculum coordinator (1/2 time). A qualified member of the project's education staff or a person from the teacher training staff at one of the local colleges would be a logical choice.

Education consultants will be enlisted to develop and monitor the curriculum, to orient the staff for teaching disadvantaged adults, and to explain the use of specialized material and techniques required.

C. Deficiencies

The amount of basic education which is being offered to MACTAD trainees is inadequate and insufficient. Many of the applicants are almost illiterate if not illiterate. While many may have had a high school education, that education has been poor and insufficient. Many have difficulty reading the basic instructions for the program and almost all are slow learners. The majority are unused to filling out applications, speaking at interviews, and working with people. Often they have family problems and suffer from poor health. Many are unable to find

transportation to the training centers and many of the women have no one with whom to leave small children. Almost all lack proper work habits and an understanding of the importance of work. These problems affect their ability to learn the vocational skills which they are being taught. Many of these problems have not been solved by the time the trainees graduate and their opportunities to obtain gainful employment are hindered. The time allotted for basic education is not sufficient to give these persons the necessary background which they need in order to succeed in their classes and on the job. A longer period of time is needed for basic education studies. Courses in personal hygiene, job responsibilities, citizenship, and job preparation should be added and expanded. Additional attention should be paid to family problems and health needs, and continuous conseling services must be made available.

These basic education classes should not be held simultaneously with the training program. Classes in basic education should be held prior to any occupational skill training for a period of six weeks to six months and should be conducted on an individual instructional basis so that each trainee can study at his own rate of learning. As trainees complete the course, they sould be able to move into the vocational training aspect of the program.

This concept of a pre-vocational course is not new. It has been advanced by Occupational Industrialization Center in Philadelphia, Pennsylvainia, for several years. Sullivan initiated the program in an attempt to overcome some of the problems which MACTAD is presently encountering. Sullivan's program has proved to be successful in preparing applicants for occupational skill training and later for jobs.

1. Vocational Educational Training

All courses except that in dry cleaning are being taught at MACTAD centers by instructors associated with Carver State Vocational School. The dry cleaning class receives its basic education course from an instructor during the morning. However, the trainees spend the afternoon at an operating dry cleaning plant where they receive on-the-job training in pressing, spot removal, and overall operations.

The cur culum has been determined by the Carver State Vocational School. However, course content relies heavily upon the skills that local industry demands of its workers in that field. For this reasons, the course in arc welding has been expanded to include all forms of welding and the course in auto mechanics has been expanded to include all skills necessitated in a service station as previously explained.

Problems have been discovered with the curriculum in diesel mechanics. According to the Bulk Transport Co. in Mobile, the curriculum does not reflect the needs of the industry. (See Appendix D-3) However, there has been some contradiction to this report. Diesel Mechanics graduates employed in Texas, state that training has been sufficient for the trade. The problem is being investigated.

In an effort to avoid similar problems in the future, plans are being made by both the Director and Historian to meet with all employers who have hired MACTAD graduates to discuss graduates progress, proficiencies, deficiencies, and the adequacy of training. All deficiencies and superfluous training will be corrected and the curriculum will be revised, deleted, and/or expanded according to the findings of these meetings. It is also proposed that prior to initiating any future courses, an advisory committee composed of prospective employers in that field be organized in order to advise MACTAD, Carver and the Employment Service concerning the necessary skills demanded by their industry.

2. On-the-Job Training

At present 11 persons are working in on-the-job training situations in the Mobile area under five companies. One of the 11 has dropped out. (See Appendix D-4)

MACTAD has experienced difficulty finding placements of OJT persons in its program. Plans are being made to overcome this problem in the same way MACTAD expects to overcome the problem of a lack of local employment opportunities for graduates. (See section on Job Development & Placement.)

D. Trainees

A total of 12 persons have been enrolled in the specific courses. Six persons have dropped from the program and one person has transferred from one course to another so that, as of this report, 120 persons are presently enrolled in the five courses being offered. All but eight of the trainees are males. The average age of the group is 34 and the average grade level is tenth grade. There are a total of 15 persons enrolled in the dry cleaning class, 38 in shipfitting, 36 in welding, six in auto service station mechanics, and 25 in diesel mechanics. (For a breakdown in each of the classes see Appendix D-5). There are 102 Negro persons enrolled, 16 white persons, and two who classify themselves as others. Thus, 16 percent of all trainees are white which is an increase of 300 percent over last year. There have been a total of 17 absentees since classes began. Neighborhood Workers have been able to locate only a small percentage of these to discover reasons for absences. Of those contacted the majority were absent either because of their own or family's illness. Other reasons include jail, a part-time job, and stolen furniture.

For a weekly breakdown see Appendix D-6.

JOB DEVELOPMENT AND PLACEMENT

JOB DEVELOPMENT AND PLACEMENT

This is the most crucial aspect of the program; it is also the most difficult. Locating jobs for persons who have been on welfare, who have had previous poor employment records, and who have had alcoholic problems and delinquent or criminal records is extremely difficult. The difficulty is increased in the South where the trainees are Negro and where the majority of the prospective employers are white. These employers have predominantly, if not entirely, white work forces, and many are resistant to hiring Negroes. Those who do usually will hire only a small percentage to indicate they have adhered to the federal law. This problem became evident last year as the trainees graduated from the vocational courses.

A current list of persons who have graduated from Project MACTAD's programs and who have been gainfully employed is being tabulated at the writing of this report and will be submitted with the next report. However, as of January 1, 1968, 158 persons, (63%) out of a total of 249 graduates have been placed in jobs. Of these, 110 persons (70%) have been placed on jobs related to the skills which they acquired through MACTAD. Of that total, 70 persons (64%)were placed in jobs in the Mobile area. The remaining persons (36%) found employment outside the local community. Of the 48 persons who accepted jobs which were not related to the skills which they had acquired through MACTAD, 38 (80%) of them found jobs in the Mobile area. Less than 50 percent of those trained in Diesel mechanics (38%) and in small engine repair (50%) were able to obtain jobs related to their acquired skills. The majority of those who are working in jobs which are not related to their acquired skills, ten diesel mechanics and all seven small engine repairmen, accepted jobs in the Mobile area. Over 50 percent

of those trained in shipfitting and diesel mechanics who accepted employment related to their acquired skills found jobs outside the Mobile area.

These figures appear to indicate that many positions in the skills for which these men were trained were not made available to them in the Mobile area and that those determined to put their training to use were forced to relocate in order to obtain employment. It also appears evident that those unable or unwilling to relocate were willing to relocate were willing to accept positions unrelated to the skills for which they had not been trained rather than leave their community.

Figures as of February 1, 1968, appear to re-enforce this concept. At this time, a total of 27 persons (10%) had left their jobs and 6 (4%) had transferred jobs. Of those who had left their jobs, 25 (93%) had left jobs which were related to their skills. However, 20 of those 25 persons (80%) had selected jobs located outside of the Mobile area. All but one transferred to jobs located within Mobile. Of those six persons who transferred jobs, all had positions in fields related to their acquired skills, and five (83%) held jobs located outside the Mobile area. All but one transferred to positions within Mobile. One third the number of persons who had trained and been placed on jobs as small engine mechanics, two fifths the number of persons who had trained as shipfitters, and one fifth the number of men who had trained as welders either dropped or transferred from the program.

It appears evident that this is one of the weakest sections of the program and measures are now being taken to strengthen it.

1. The Director is assuming a large part of the responsibility for meeting with community leaders and prospective employers in the local community.

2. The Director and the Historian propose to visit all employers who have hired MACTAD graduates to discuss deficiencies in the program and the curriculum in an effort to remedy these problems.

3. The Director plans to talk with local employers to learn why MACTAD graduates are able to obtain employment in certain fields outside the Mobile area but not within the local community.

4. A program of dissemination has been established in an effort to (a)establish a favorable set on the part of the community toward the project, (b) to inform prospective employers of the program, and (c) to urge local employers to hire MACTAD graduates.

5. Contacts with prospective employers are being made now, rather than near the time trainees graduate from the program. Follow-up interviews will be made as graduation time nears.

6. The Job Development Specialist is making a weekly outline of plans for the coming week to include persons whom he intends to contact concerning future employment of MACTAD graduates.

7. The Job Development Specialist will be making more personal visits to employers instead of using telephone contact.

For a breakdown of all figures into the various occupational skill classes see Appendix E-1.

FOLLOW UP

FOLLOW-UP

Because of the uncertainty of the future of the program between December 1, 1967, and January 1, 1968, there was practically no follow-up made of MACTAD graduates who were able to find employment or of those who were still unemployed. Since January, 1968, some follow-up by the Job Development Specialist has been made of graduates who have been able to find employment. To date 123 graduates have been contacted concerning their present job status.

Neighborhood workers are presently engaged in contacting all those graduates who have been employed to learn their present job status.

Reasons for leaving jobs or transferring jobs are being listed. Those persons who have left jobs because of specific problems, ie: health, family, etc., have been referred to various agencies in an effort to help them solve their problems so that they can return to gainful employment. Efforts are also underway to contact all MACTAD graduates who have been unable to obtain employment. Those with special problems have been referred to various agencies in an effort to assist them so that they will be able to accept positions in the future. The Job Development Specialist is also attempting to locate jobs for these persons.

Forms are being established to facilitate the compilation of information concerning unemployed and employed MACTAD graduates and procedures are being instituted to ensure that these records will be kept current.

Follow-up procedures are also being instituted. The Director, Job Development Specialist and Historian have proposed to meet with all

employers who have hired MACTAD graduates in order to discuss with them the problems, strengths, and deficiencies of the graduates. While visiting with employers, the above three will also speak with the men to discuss their problems and to learn of their ideas regarding their training in MACTAD.

SUMMARY

SUMMARY

I. Changes

A. Administration

1. Reporting procedures have been outlined and report information delineated in an effort to compile the necessary statistics and information concerning the project on regular weekly basis.

2. Emphasis has been placed on hiring white as well as Negro employees.

3. Office procedures have been strengthened and the staff has been re-organized.

4. A program of dissemination to inform the community of Project MACTAD and to establish rapport between the community, local businesses and industries, and Project MACTAD has been instituted.

5. A program to upgrade the professional level of the staff has been instituted.

6. Plans are being made to propose the establishment of an Economic Development Company to stimulate jobs in the Mobile area.

B. Recruiting

1. Procedures have tightened in an effort to place only those trainees who can really benefit from the program in the training classes and to eliminate those who enroll for other reasons.

2. Emphasis has been placed on recruiting white as well as Negro applicants.

C. Counseling

1. Testing procedures have been strenghtened and methods altered in an effort to find applicable tests to administer to prospective trainees.

2. Compilation of testing date has been initiated.

D. Training

1. New courses have been added to replace those found inadequate last year because of lack of opportunity for job placement, low salaries, etc.

2. Basic education classes have been assimilated into the vocational training program.

3. Additional efforts are being made to increase the number of persons in on-the-job training situations.

E. Job Development and Placement

1. A program of dissemination has been initiated in an effort to inform local employers of the project, to procure a favorable set on the part of the employers concerning the program, and to urge local employers to hire MACTAD graduates.

2. Job Development is being started as soon as classes begin rather than near graduation. Follow-up of these contacts will be made as graduation nears.

3. Meetings are being held with employers who are presently employing MACTAD graduates in an effort to learn the deficiencies of the program so that these can be corrected.

4. Weekly plans are being made for meetings with prospective employers.

5. Plans are being made to ask prospective employers to help decide the criteria for the curriculum for future training classes.

II. Problems

A. Administration

1. Reporting procedures are still inadequate and must be delineated further.

2. The temporary and uncertain nature of the program and the low salary scale has made it difficult to hire qualified persons.

B. Recruiting

There has been difficulty getting applicants to come to the center for testing and interviews.

C. Counseling

1. Lack of a counseling staff at the center has caused and will continue to cause problems. The counselors at the vocational education school are not sufficient. Counselors are needed for applicants as well as trainees.

D. Community Services

1. A Community Services Specialist has not been found.

E. Training

1. Curriculum still does not coincide with industrial needs in many areas.

2. On-the-job training situations are not available.

3. Trainees are not prepared for vocational training. They lack pre-vocational training, including basic education, and training in the job responsibilities, citizenship, and assistance in solving family problems and in caring for medical needs.

E. Job Development and Placement

1. There has been considerable difficulty in locating MACTAD graduates in related jobs in the Mobile area.

F. Follow-up

1. There has been considerable difficulty in locating MACTAD graduates in related jobs in the Mobile area.

III. Problems created by the general E & D program which effect MACTAD.

A. The temporary and uncertain future of the program and the low salary scale make it difficult to hire qualified persons.

B. Omission of counselors in the budget has caused problems in offering the full services which are needed by both the applicants and the trainees.

C. Lack of pre-vocational training, to include basic and remedial education, citizenship, work habits, job responsibilities and preparation, assistance for medical and health difficulties, and assistance in solving family and other problems is needed in order to prepare trainees for vocational training and eventually gainful employment.